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### KIN 483.00: Exercise, Disease and Aging - Service/Learning

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# The University of Montana

Department of Health and Human Performance  
**KIN 483: Exercise, Disease and Aging**  
Spring Semester, 2014

**Instructor:** Stephanie Domitrovich, MS, ATC.

**Class time:** 11:10 am – 12:00 pm. MWF – PJW SOE, Room 312

**Phone:** Office: 243-6264

**Office Hours:** M: 2:10-4:00 pm, T: 1:10-2:00 pm, W: 1:10-3:00 pm, F: 12:10-2:00 pm.

**E-mail:** [stephanie.domitrovich@umontana.edu](mailto:stephanie.domitrovich@umontana.edu)

**Website:** Available on Moodle

*HHP Vision Statement: Health and Human Performance Professionals  
Creating a Healthy, Progressive Global Community*

**HHP Mission Statement:** Within the liberal arts tradition of The University of Montana and the mission of the PJ Washington College of Education and Human Services, the Department of Health and Human Performance (HHP) engages in professional education, scholarly activity, and meaningful public service. The department emphasizes all dimensions of health and human movement to advocate healthy lifestyle choices and enhance quality of life. The student-centered curriculum in HHP prepares quality graduates to be ethical and competent entry-level professionals in health and human performance related occupations or candidates for advanced study in associated disciplines.

## **STUDENTS WITH DISABILITIES OR MEDICAL CONDITIONS:**

If you have a known medical condition that could occur during class and which it would be helpful for the instructor to be forewarned, please make an appointment with the instructor, or visit him during office hours. If you feel that you might need assistance during an emergency, please recommend a plan to the instructor and let him know if you will need help.

The format of the class and associated HHP484 lab is designed to help students understand major diseases which can be modified with exercise. The focus is on an understanding of the disease state, proper exercise testing and exercise prescription. In order to learn these materials and skills students are expected to understand basic exercise testing and prescription in healthy individuals and how that differs in the diseased state. Additionally, students are expected to practice good client relationships and use appropriate behavior change strategies with clients.

## **Text Books:**

- 1) *ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities-3<sup>rd</sup> Ed*, J.Larry Durstine and Geoffrey E. Moore
- 2) *ACSM's Guidelines for Exercise testing and Prescription, 8<sup>th</sup> ed.* (Also needed for KIN 484 Lab)
- 3) *FacPack* – Available in the bookstore.

## **The objectives of this course** are for students to obtain:

1. An understanding of the problem oriented approach to exercise management
2. Competence in the area of clinical exercise physiology
3. An understanding of the effects of CVD and chronic disease on exercise performance and the necessary considerations for exercise prescription.

4. An in-depth understanding of the reasons and guidelines for graded exercise testing in apparently healthy populations with CHD risk factors and other chronic diseases.
5. An in-depth ability to provide appropriate exercise prescription for apparently healthy individuals, cardiac patients, and special populations including physical and mental disabilities and chronic disease.

### **Service Learning**

This course is designated as a service learning course. **Service Learning** is a method of teaching and learning in which students, faculty, and community partners' work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

### **KIN 483 Service Learning Project:**

You will be participating in a client based service learning project including: testing one or more clients, evaluating their disease state, developing a physical activity and lifestyle behavior program and then meeting with each client several times to discuss and modify the program and help them understand how to safely implement the program. Expect to put in about 20 hours of work on this project outside of class. This project will be completed with students working in teams of four for testing clients. Each testing team will complete stress tests on 4 clients and then two students from the team will meet with the client for strength, flexibility and body composition testing, and then meet one to three additional time to discuss the results and implement a program. All of the details of the work with your clients are posted on Blackboard under "Client Testing,"

### **Student Presentation:**

Groups of students will prepare a 30-35 minute power point (or other format) lecture about exercise and a specific chronic disease. The presentation should include:

- An overview of the disease (brief)
- The prevalence of the disease (brief)
- The effect of exercise on the disease (important)
- Probable medications and the effect on exercise testing and exercise prescription (important).

Major Focus will be on:

- Special considerations for exercise testing beyond normal safety and end points.
- The standard recommendations for exercise testing – especially how it differs from the normal testing for individuals with multiple coronary heart disease risk factors.
- The standard recommended exercise prescription for individuals with the disease- especially how they differ from sedentary individuals or those with two or more risk factors for CHD risk factors.
- Special considerations for exercise prescription.
- Present a brief case study. Be ready with questions to challenge the audience.

Students are expected to use both the book and other resources including at least two research articles. All sources (including pictures) in the power point lecture should be referenced.

Presentations will be graded on accuracy of the content, quality of the presentation, logical sequence, ability to hold the interest of the class (audience), within the allotted time 30-35 minutes, references, clarity of presentation and a copy of the power point or study notes given to Steph to be posted on Moodle.

**Grading:**

Quizzes *	(most days: <b>must be present for credit</b> )	15% of grade
2 exams	20% each exam	40% of grade
Client Project/Service learning		
Testing		10% of grade
Results and Program packets for your clients		15% of grade
Class Presentation		15% of grade
Class Participation		5% of grade
Labs		Separate Lab Grade is Given – See HHP
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**\*Quizzes:** *Expect frequent unannounced quizzes with an average of about 15 given during past terms. Quizzes cover assigned reading material for that day and material from the previous 1 to 2 classes. You must be present to take a quiz. There are no make-up quizzes except for regularly scheduled University functions which I am informed about in advance. The lowest quiz grade will be dropped.*

**Grading Scale:**

95.0-100	A	80.0-83.9	B-	67.0-69.9	D+
94.9-90.0	A-	77.0-79.9	C+	64.0-66.9	D
87.0-89.9	B+	74.0-76.9	C	60.0-63.9	D-
84.0-86.9	B	70.0-73.9	C-	< 59.9	F

**Be warned now:** Class policy is not to round decimal places. *No exceptions.* I know this really stinks; when I do inevitably another student is right on the border between two letter grades. I do not want to be overly subjective in my judgment, so no rounding.

**Disclaimers:** You are expected to take tests on the scheduled date. If there is a legitimate reason for not taking the test on the scheduled date, you must let me know PRIOR to the exam and arrangements must be made, or the missed test will be a 0. There will be NO cheating (I doubt there would be), but if there is, it results in an F in the class. Assignments are due on the due date!

University required statement:

“All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

Plagiarism is not tolerated. Students will be dropped from the class and remanded to the University disciplinary committee.

All Students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>."

## **EMERGENCY PREPAREDNESS AND RESPONSE**

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be discussed during the first week of class.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area behind the School of Ed Building – at least 300 feet from the building exit. Our indoor rally point is at the base of the stairs at the back exit of the School of Ed Building. We should reconvene as a group at the rally point so we can determine if anyone is missing. Be responsible for each other and to notify me if someone were absent should the need arise.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.

As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.